UNIT: **Soccer**   TIME FRAME: **3 weeks**   TEACHER: **K – 5 Physical Education Elementary Teachers**

Unit Summary and Rationale: (Outlines the components of the unit and the reasoning for their inclusion): Application of skills associated with basic game play. Including modifications to adapt to a level of play. Soccer terminology, rules, teamwork and sportsmanship. Demonstrations, illustrations/ video technology, skill stations

Unit Connection College and Career Ready Descriptions: Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

☒ Students will demonstrate independence.	☒ Students will build strong content knowledge.
☒Students will value evidence.	☐ Students will respond to the varying demands of audience, task, and discipline.
☒ Students will critique as well as comprehend.	☐ Students will use technology and digital media strategically and capably.
☐ Students will develop an understanding of other perspectives and cultures.	

Unit Standards: Teachers should list the standards to be addressed within the unit.

Content/Skills	Reading	Writing
1. **Personal Health and Fitness** 2. **A safe and healthy environment** 3. **Resource Management**	1. **CCR.1 – Rules** 2. **CCR.3 – Game Play/Skill** 3. **CCR. 6 – Use skills in game situations**	1. **CCR.1 – Listening** 2. **CCR. 2 – Analysis of content** 3. **CCR. 5 – Strengthen skills for application**

Essential Questions: *Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.* **Can you perform the skills and apply the rules and violations needed to play soccer**	**Big Ideas:** *These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study.* **Soccer skills can be applied in various situations (individual, small, large group games and challenges)** **Recreational leagues, athletic achievements and academic success.**

Learning Tasks: *Teachers list the various tasks students will engage in throughout the unit.*

Reading Tasks	Writing Tasks
1. **Rules and violations** 2. **Task cards – dribbling, passing, shooting, throw ins and defense** 3. **Positional Play** 4. **Key words and visual cues**	1. **Skills Test** 2. **Goal Setting**

Assessments: *List types of assessments that will be used throughout the course of the unit.*
If you do not have assessments for this unit, they should be created before moving on to the lesson design

DIAGNOSTIC	FORMATIVE	SUMMATIVE
Pre test **Cardio Endurance** **Right/Left**	**Observation of skill used during game play** **Checklist** **Verbal on task analysis**	**Soccer Rubric** **Game Play** **End of unit quiz (2-5)**

Text(s) Selections *(generated by (?) both teacher and student)*
Teachers will list the genres/titles for study:

Video technology, internet information, observation of community resources, books and illustrations

Notes:
Modification of skills for students with various abilities